

**Opening doors by sharing
great practice:**

A curriculum for now

23 February 2023



Welcome

We warmly welcome you to this curriculum focused half-day conference for Headteachers and Senior Leaders.

This conference seeks to build on the success of the recent half day project-sharing events by sharing the great work of schools across Hampshire and the Isle of Wight with the intention of helping those in attendance learn from and be inspired by the success of others.

Agenda:

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| 1:30pm | Registration |
| 1:40 - 2:25pm | A curriculum for now:
Keynote presentation by Senior HMI Aimee Floyd and Lee Selby |
| 2:25 - 3:00pm | Adaptive teaching:
Keynote presentation by Tania Harding, HIAS Inspector/Adviser |
| 3:00 - 3:10pm | Refreshments |
| 3:10 - 3:40pm | Break out session 1 |
| 3:45 - 4:15pm | Break out session 2 |
| 4:15 - 4:30pm | Reflections and conference close |

Keynote Speakers

Aimee Floyd, Senior HMI, maintained schools and academies

Aimee Floyd is a qualified teacher and, before working for Ofsted, gained extensive senior leadership experience in secondary schools. Her responsibilities included curriculum and pastoral provision for pupils' personal development and welfare, quality assurance and school improvement. Aimee has worked in collaboration with teaching schools, local authorities and multi-academy trusts to drive improvement in primary and secondary schools.

Lee Selby, Senior HMI, maintained schools and academies

Lee Selby is a qualified teacher with experience in the primary phase, including early years. Lee has held leadership positions in 4 primary schools and was most recently headteacher of a rural primary school. Lee was chair of an alliance of rural schools that included primary, secondary and special schools. He was previously commissioned by his local authority to support headteachers and schools in challenging circumstances and facilitated leadership programmes for the National College for Teaching and Leadership. Lee was previously an Ofsted Inspector. He has specific interests in mathematics, assessment and leadership.

Tania Harding, Secondary Inspector/Adviser, HIAS

Tania joined HIAS in September 2016 after being an assistant headteacher and leading a SCITT at a secondary school in Hampshire. Her commitment to teacher development at all levels led her to gain a Masters in Education, lead whole school CPD, implement a successful teacher training programme and create and deliver many training sessions for networks of schools. Her main areas of responsibility are:

- Development and delivery of ECF induction programme through Hampshire Advantage aimed at supporting early career teachers to provide quality first teaching
- HIAS lead for secondary data for the local authority focusing on effective use of data within school to improve outcomes
- Secondary school improvement through working with leadership at all levels, teacher development, curriculum review and development
- Leadership and Learning Partner
- Working with school teams for improvement in performance, culture, curriculum design and delivery and consistency in pupil experience across departments
- Headteacher performance management.



Rationale:

Given the often overlapping strands of personal development-related requirements or expectations of the curriculum such as PSHE, RSE, SMSC, the Prevent Duty, British Values and Citizenship, we sought to bring these together into one set of Values strands which we could map across our existing curriculum and use to develop a bespoke personal development curriculum for our students.

Research used:

We have researched and referenced the spectrum of personal-development related curricular requirements (and related organisations) in our initial audit to compile our Values strands:

- [PSHE Association](http://www.pshe-association.org.uk) - www.pshe-association.org.uk
- [SMSC - The National Quality Mark](http://www.smscqualitymark.org) - www.smscqualitymark.org
- [Statutory guidance - Relationships and sex education \(RSE\) and health education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) - www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
- [Statutory guidance - Revised Prevent duty guidance: for England and Wales](http://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales) - www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales
- [Promoting fundamental British values through SMSC](http://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc) - www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc
- [Citizenship programmes of study: key stages 3 and 4](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908347/SECONDARY_national_curriculum_-_Citizenship.pdf) - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908347/SECONDARY_national_curriculum_-_Citizenship.pdf
- [Equality Act 2010: guidance](http://www.gov.uk/guidance/equality-act-2010-guidance) - www.gov.uk/guidance/equality-act-2010-guidance

We continue to add reference to amended and new requirements or useful sources as they emerge, for example:

- [A summary of the UN Convention on the Rights of the Child](http://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf) - www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf

Progress to date:

- Creation of Values Strands and full audit of where they are included in subject curricula
- Overhaul of the tutor programme and creation of ‘My World’ - the main vehicle through which the
- Values strands will be taught
- Training for tutor teams on delivery
- Iterations of the My World programme through feedback to ensure the best model of delivery
- Refinement of the programme including enhanced sequencing and progression, further training and
- the development of ‘light touch’ assessment
- Monitoring, feedback and quality assurance of delivery
- Development of Deep Learning Days to enhance learning in key areas and ensure progression from what has gone before.

Next Steps and Timeframe:

- Further development of the Year 11 curriculum - in development for 2022-23
- Development of our ability to respond to current affairs and pressing issues specific to year groups through weekly Personal Development, Behaviour and Attitudes sessions - in development for 2022-23
- Further development of the equality and diversity whole school agenda through My World - to be reviewed in 2022-23 ready for implementation in Autumn term 2023.



Sophie Hallum Barnard, Assistant Headteacher



Rationale:

As professional educators, we are all aware that each child's learning is impacted positively or negatively on their ability to use words, to read and to write. As members of staff in secondary schools, unless we have a personal barrier, for example dyslexia or a different home language, we take our own ability to read for granted. We may not remember what it was like to learn to read; we may neglect our own reading, and not realise how much we owe to our ability to read. So we have to work hard to remember the why and the how, in order to support young people to read well.

So how can leaders focus school improvement activity on reading? How do we consciously refine and develop our own love and understanding of reading, so that we want to teach our children to read well. And more importantly, how do we inspire all children to fall in love with reading?

Research used:

- For developing reading culture:
[National Literacy Trust](http://www.literacytrust.org.uk) - www.literacytrust.org.uk
[British Dyslexia Association](http://www.bdadyslexia.org.uk) - www.bdadyslexia.org.uk
- [Education Endowment Foundation](http://www.educationendowmentfoundation.org.uk/guidance-for-teachers/literacy) for detailed toolkits, focus on specific teaching of reading and also disciplinary literacy (literacy across the curriculum) - www.educationendowmentfoundation.org.uk/guidance-for-teachers/literacy

Progress to date:

- All children are read to by tutors, twice a week for half an hour. Cranbourne has its own book list, named the "Cranbourne Canon" by Kate, our LLP
- The love of reading is visible in school with posters and information on the books staff members are currently reading
- The library is a comfortable, warm and welcoming hub, open at all social times, and part of the taught curriculum of English Literature and Careers
- We have a committed book club, who shadow read The Carnegie Short List and share ideas for additions to the Cranbourne Canon.

For children who struggle to read (English): Staff understand the importance of reading. We are trained to support dyslexia in the classroom, which supports all weak readers. The school has roughly 20% EAL students and has been awarded “Gold” in the EAL Excellence Award scheme, again a large part of this is about creating a positive, inclusive environment for the development of literacy.

In summer 2022, Cranbourne Cluster schools succeeded in securing funding to work together on SEND Support practices, a large part of this being the developing of an “all through” strategy for literacy, Year R to Year 11. Cranbourne teachers are on the first step of the literacy ladder, learning how to teach phonics. Junior schools are considering the place of phonics teaching at KS2 and strategies for children for whom phonics strategies do not work.

The weakest readers, who are not SEND are benefitting from 1:1 and small group reading, as part of the recovery funding programme. This is a long term need.

Next Steps and Timeframe:

This Term:

- Stop and think. What are staff and students saying about their experience of the Cranbourne Canon? Can
- we learn from the best practice?
- Can all children relate to the characters and plot lines in the novels within the Canon? What about pre
- teaching of the cultural markers and vocabulary?
- How can we increase the number of non SEND/EAL students accessing the library? How can we get more enthusiasm from boys?
- Teaching the secondary teachers to teach phonics; discussion with KS2 colleagues about phonics at KS2.

Summer onwards:

- CPL on reading comprehension strategies
- Tackling the area of disciplinary reading: how do we engage subject teachers in the day to day supporting of reading, in an authentic way, so that it becomes a natural part of their teaching toolkit.



Jane Aplin, Headteacher



Rationale:

The school wanted to address reading in school and ensure every student at Harrow Way was reading for pleasure. By engaging with stories and storytelling we have been able to provide every student the opportunity to widen their vocabulary by giving them access to a range of tier 2 words to support their learning.

By reading to students and pausing to consider the meaning of words common across a variety of subjects, we hope to be able to boost student knowledge and understanding.

The reading programme is also designed to complement the curriculum, drawing links to ideas and themes studied in lessons.

Research used:

- [Reciprocal Reading method](https://strategiesforspecialinterventions.weebly.com/reciprocal-teaching.html) based on reciprocal teaching whereby teachers take on the role of teachers in small groups by taking on a 'job' to do while they read the assigned text. The four areas are summarizing, questioning generation, clarifying and predicting - <https://strategiesforspecialinterventions.weebly.com/reciprocal-teaching.html>
- Internal reading data such as reading ages. Please see the [HIAS Moodle](https://english.hias.hants.gov.uk) for guidance in understanding reading ages - <https://english.hias.hants.gov.uk>
- [EEF Guidance Report on Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) - <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4>
- [National Literacy Trust publications](https://literacytrust.org.uk/resources/?page=3) - <https://literacytrust.org.uk/resources/?page=3>

Progress to date:

- School wide reading programme is in its second year
- Programme has been revisited and process has been streamlined following staff and student voice
- Embedded within school life
- Literacy Prefects are a part of the senior student team
- Reading interventions occur more frequently and have been redesigned with a tighter focus.

Next Steps and Timeframe:

- Reading for Purpose across the school - new plan ready for September 2023 roll out
- Focus on reading ages throughout the whole school (not just bottom 20%)
- Include Y11 in the Autumn term programme.



Mr J Mann, Assistant Headteacher, Curriculum Leader English



Rationale:

Following the mantra 'If you always do what you always did, you'll always get what you always got', as an established Head of MFL, I recognised the need to drastically change our teaching and learning practices, in order to improve engagement, seeking to increase numbers at KS4 and to achieve better GCSE results.

Research used:

- The work of [Dr Gianfranco Conti](#) has been invaluable and my research was supported by attending a one day course, led by Dr Conti, on his Extensive Processing Instruction approach
Find a vast array of materials around his work and Steve Smith around memory and the importance of listening in second language acquisition - gianfrancoconti.com
- The work of teacher [Silvia Bastow](#) is helpful: www.raubastowmfl.blogspot.com. The 'Teaching and Learning' and 'Curriculum' sections give a succinct overview of the process and she has recently added a post on her positive experience of a Deep Dive in MFL which some Heads might want to share - www.raubastowmfl.blogspot.com
- The NCELP approach and scrutinised their SOL's and resources.
- Rosenshine's Principles of Instruction. Find an article here: [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine](#); American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk) - www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf

Progress to date:

- An entirely revised curriculum and more consistent approach to Teaching and Learning has led to significant improvements in students' engagement and enjoyment of French, German and Spanish, in our school
- EPI + Principles of Instruction have led to better progress for all, especially in KS3 and we are starting to see the impact at KS4 too
- SEND students are better engaged in MFL, than they ever have been
- The employment of a number of online tools has led to increased rates of home learning completion
- Numbers at KS4 have increased, with 5 MFL classes in the current year 11 (since the introduction of EPI and Spanish), as opposed to 3 classes per group, for many years.

Next Steps and Timeframe:

- Following improved GCSE outcomes in 2022, compared to the last exams in 2019, we are seeking to continue to make further strides, especially in terms of progress.
- In MFL, we have the challenge of a new GCSE from September 2024 - we are confident that our approach means that students will be well prepared for new aspects of assessment, such as dictation.
- Dr Conti's body of work and that of advocates of the approach is vast, so we continue to develop our teaching all of the time; new ideas for activities, online resources and refining our approach is an on-going process, which is highly motivating for all involved.



Lesley Grinstead Head of Faculty - Modern Foreign Languages



Portchester Community School

Rationale:

Since early 2021 the Instagram account and campaign **Everyone's Invited** has collected over 54,000 testimonials about sexual harassment and abuse in UK schools.

Extensive media coverage focused on sexual harassment as common across all schools and colleges including independent and elite schooling and universities, with over 3000 institutions 'outed' as complicit with sexual violence.

Ofsted Research and analysis: Review of sexual abuse in schools and colleges

The review, published on 10 June 2021, found that the frequency of harmful sexual behaviours meant that some children and young people consider them to be 'normal', and that around 90% of the girls interviewed said that sexist name calling and being sent unwanted explicit pictures or videos happened 'a lot' or 'sometimes'.

Our in-school research found that there were echoes of the issues raised nationally within our local context.

Research used:

- [Child sexual abuse in residential schools: a literature review independent inquiry into child sexual abuse](http://www.iicsa.org.uk/research-seminars/research/research-projects/child-sexual-abuse-residential-schools) - www.iicsa.org.uk/research-seminars/research/research-projects/child-sexual-abuse-residential-schools
- [Harmful sexual behaviour: statistics briefing](http://www.learning.nspcc.org.uk/research-resources/statistics-briefings/harmful-sexual-behaviour-hsb) - www.learning.nspcc.org.uk/research-resources/statistics-briefings/harmful-sexual-behaviour-hsb
- [Keeping children safe in education](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2) - www.gov.uk/government/publications/keeping-children-safe-in-education--2
- [Preventing child sexual abuse & keeping children safe](http://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-abuse/#what-is) - www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-abuse/#what-is
- [Sexual violence and sexual harassment between children in schools and colleges](http://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges) - www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](http://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges) - www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges
- [Statistics briefing: child sexual abuse](http://www.learning.nspcc.org.uk/research-resources/statistics-briefings/child-sexual-abuse) - www.learning.nspcc.org.uk/research-resources/statistics-briefings/child-sexual-abuse
- [The relationship between pornography use and harmful sexual behaviour](http://www.gov.uk/government/publications/research-publications) - www.gov.uk/government/publications/research-publications
- [What is peer-on-peer abuse?](https://educationinspection.blog.gov.uk/2019/10/04/what-is-peer-on-peer-abuse) - <https://educationinspection.blog.gov.uk/2019/10/04/what-is-peer-on-peer-abuse>

- [Bold Voices - A response to ‘Andrew Tate’ 2022](http://www.boldvoices.co.uk): www.boldvoices.co.uk
- [Childnet 2022 Reference point](http://www.childnet.com/resources/step-up-speak-up): www.childnet.com/resources/step-up-speak-up

Progress to date:

2020/21: Annual Prejudice Based Incident return highlighted the need to do further work with pupils on Protected Characteristics - we had a cluster of events related to sexuality and tolerance. This led to our Diversity and identity whole school initiative - understanding and celebrating our inclusive school. Opening forums for different voices. Linking with appropriate support agencies. Challenging/redirection language use. This ran parallel to the release of Everyone’s Invited and the Ofsted Review of sexual abuse in schools and colleges.

2021/22: School Improvement focus on ‘Boy’s fear of Failure’/Masculinity and the Culture of Achievement. Whole staff training completed on Sexual harassment and on-line safety including through the use of surveys and bespoke support was delivered to upskill and inform staff. Pastoral training with Beyond Equality and key male role models in school undertaken. This provided the school with reflection tools to better review the culture in and around school.

2022/23: Pupil survey on Sexual Harassment preceded by context setting assemblies - 221 over 3 year groups completed. This provided a clear insight into pupil cultures - a follow up pupil focus group refined the findings. On-line sexual harassment was a clear area of concern. Parent information shared/Childnet resources used to support assemblies/SMSC sessions, and individual work through the pastoral team.

Next Steps and Timeframe:

- Reviewing the ‘Bold Voices’ material and resources in response to media representations of the ‘A Tate’ perspective
- Build on our local network of school to respond to a challenge this negative culture
- Devise parent information processes with information on positive modelling and challenges through counter arguments
- Raising aspirations through the curriculum that supports individuals to challenge negative voices and provided positive opportunities.



Mr R Carlyle, Headteacher
Mrs J McMaster Assistant Headteacher/DSL



Rationale:

We will be looking at how to identify what a good innovative Geography curriculum should look like and what I have done at Swanmore to change and develop the Geography curriculum and assess the impact of this on pupil progress and engagement.

We will explore how SLT and Line Managers can be asking the right questions of the Geography head of departments to ensure that they are engaging with their curriculum design in the right way and I will give you some take away literature that I would recommend to any Geography head of department.

Research used:

- Book by Charles Rawding - Effective Innovation in the Secondary Geography Curriculum: A practical guide
- Book by Mark Enser - Powerful Geography; A Curriculum with Purpose in Practice
- Book by David Gardener - Planning your coherent 11-16 geography curriculum: a design toolkit
- [Blogs - Mary Myatt Learning](http://www.marymyatt.com/blog) - www.marymyatt.com/blog
- [Research review series: geography](http://www.gov.uk/government/publications/research-review-series-geography) - www.gov.uk/government/publications/research-review-series-geography
- [Ofsted's guide to a 'high-quality' geography curriculum](http://www.schoolsweek.co.uk/speed-read-ofsteds-guide-to-a-high-quality-geography-curriculum) - www.schoolsweek.co.uk/speed-read-ofsteds-guide-to-a-high-quality-geography-curriculum

Progress to date:

We have redesigned the curriculum with a specific focus on covering the depth and breadth of the subject. We have also linked it to the national curriculum, particularly what is required at KS1 & 2.

We have also been able to justify the rationale behind the content and the timing of the teaching as well as show links to cultural capital and other curriculum areas.

Next Steps and Timeframe:

Our next steps are to embed more fieldwork skills into the KS3 curriculum. This was identified as an area of weakness in our skills audit and through KS4 examinations.

We are also looking to develop local knowledge through our energy unit. This is to be done by summer 2023.



Juliet Collinson, Head of Geography



Rationale:

- We aim to ensure that the student body has ample and meaningful opportunities to have a voice in the future of the school linking directly with a shared self-evaluation and development planning
- It should enable the school to have specific focus areas through student committees, which can grow a leadership culture in the Sixth Form and draw the best from the student representatives in Years 7 to 11
- Each committee needs to have a specific development plan, with clear achievable goals across the academic year and show positive and measurable change and impact in the school and community.

Research used:

- We visited other schools within and beyond of Hampshire to see and evaluate their student voice groups at work over the past few years.
- We researched best practice from published materials
- [Pupil voice : Mentally Healthy Schools](http://www.mentallyhealthyschools.org.uk/whole-school-approach/pupil-voice) - www.mentallyhealthyschools.org.uk/whole-school-approach/pupil-voice
- [Is the education system built to hear student voices?](http://www.my.chartered.college/research-hub/is-the-education-system-built-to-hear-student-voices/) - www.my.chartered.college/research-hub/is-the-education-system-built-to-hear-student-voices
- We surveyed our students, staff and parents to see what they felt the student body could focus on and have positive impact with.

Progress to date:

- We have four student committees each with a clear focus and development plan for school improvement and impact:
 - > Student Voice - Current plans are around student outside shelters in the school and further visible rewards for success and wider achievement
 - > Anti-Bullying - Continued focus on support in the school for areas related to child-on-child abuse, harassment, becoming 'Upstanders' and calling out negative behaviour or choices from any stakeholder that sits outside the school's 'Not OK' standards

- > Equality & Diversity - Education for all students around inclusivity at Yateley School and a planned Culture Day educating students on different cultures and backgrounds drawing on student experiences
- > Welfare and Wellbeing - Student mentoring programme (Sixth Form mentoring main school) and procedures for students to discuss and open up about their welfare and seeking support
- The committees have clear parameters and an operating hierarchy; led by the Sixth Form senior students with Sixth Form committee leaders and student representatives across the wider school. The job roles are clear and defined. Meetings are weekly to focus on action plans and progress. Staff assigned in a supportive capacity to each group
- The committees have played a significant role in the redevelopment of the school Tutor Time and Assembly programme (with key foci and themes); safeguarding education, and the newly developed PHSE and RSE curriculum
- Business planning and grant sourcing with the SBM and selected governors for covered outdoor spaces
- Visual presence on the main school website showing the student committees, their vision and impact so far.

Next Steps and Timeframe:

- Review of the newly created PSHE RSE curriculum to ensure that it is fit for purpose and relevant going forward
- Review of the Tutor Time and assembly programme to ensure safeguarding education, equality, wellbeing and anti-bullying messages are consistent, up to date and relevant
- Now we have a clear student leadership/committee hierarchy and job descriptions, we are looking to enhance the application, appointment and leadership induction process for the aspirant student leaders in Summer 2023
- Review of the four committees’ development plans (aims and achievements) in Summer 2023 to reflect on 2022/23 progress and plans for 2023/24.



Rupert Keeble, Deputy Headteacher and student leaders via the school



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We at HIAS share your passion for delivering the best possible education for your pupils. Schools must be focused on a programme of sustainable improvement to raise the standards of achievement, and we can support this process at every stage.

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To discuss how this work can be commissioned to meet your school's needs, please contact:

Jean Thorpe

jean.thorpe@hants.gov.uk

Secondary School Improvement Manager, HIAS

Forthcoming leadership events for Spring 2023:

23 March: 9am - 12:30pm

Annual Secondary Leaders Conference at the Holiday Inn, Eastleigh

26 March: 1- 4pm

Performance and Progress Group (PAPG) at the Village Hotel, Chandlers Ford

Find links to all future leadership courses, conference keynote materials and resources from case study schools on the [HIAS open Leadership Moodle](https://leadership.hias.hants.gov.uk) - <https://leadership.hias.hants.gov.uk>.

